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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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Africa South of the Sahara: An Objective Test for Secondary Schools. A World Regions Perception Survey.

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ABSTRACT
Designed by Project Africa of Carnegie-Mellon University, these two test instruments have been used to discover what selected American secondary school students know or believe about Africa and other regions of the world. The first instrument, a 30-minute objective test, "Africa South of the Sahara," is comprised of 60 multiple-choice and matching questions. An answer key is provided. The second test, "A World Regions Perception Survey," asks students to match 90 selected vocabulary terms with any of seven regions of the world--North America, South America, Europe, Russia, Asia, the Middle East, and Africa south of the Sahara. A world map and directions for administration of both tests are included. (See ED 023 692 and ED 023 693 for the reports of the projects in which these tests were used.) (RD)

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AFRICA SOUTH OF THE SAHARA
AN OBJECTIVE TEST FOR SECONDARY SCHOOLS

This instrument was developed in 1967 by Project Africa, a social studies curriculum project, pursuant to a contract with the U.S. Department of Health, Education and Welfare, Office of Education. It was designed and validated by the Project staff in cooperation with The Ohio State University Test Center. This instrument was one of those used to identify what selected American secondary school students knew and believed to be true about Africa south of the Sahara. The complete report of this survey may be found in Barry K. Beyer and E. Perry Hicks, Images of Africa, Pittsburgh: Carnegie-Mellon University Project Africa, 1968 -- ERIC catalogue #023 693.

This instrument is a 60-item objective test of factual knowledge about the geography, people, history, culture and contemporary events in Africa south of the Sahara. The materials associated with it include a(n):

1. Test booklet
2. Directions for administration
3. Answer key

A second instrument related to Africa--A World Regions Perception Survey--is also available from ERIC. It, too, was used in the nationwide study referred to above and was designed and developed by:

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AFRICA SOUTH OF THE SAHARA

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Directions for Administration

1. Distribute the answer sheets and test booklets to the students.

2. Read aloud the directions on the front of the test booklet to the students and have them fill in the information called for on the answer sheet.

3. Emphasize the following:

   Only ONE choice should be marked for each question.

   Students should erase COMPLETELY any accidental marks or any answers they wish to change.

4. Direct the students to BEGIN. Allow exactly 30 minutes to complete the test; then STOP.

5. Under no circumstances should you explain any term or any question or any item on the test itself.

6. Collect the test booklets and answer sheets separately.

Africa South of the Sahara

PLEASE DO NOT OPEN THIS TEST BOOKLET UNTIL DIRECTED TO DO SO:

This test is being given to students in junior and senior high schools throughout the United States. It is part of an experimental study to determine how much information and what type of information about Africa south of the Sahara is known by American students today. The results of the test will be used in the development of new instructional materials.

DIRECTIONS: You will have 30 minutes in which to complete this test. You are not expected to know the answers to all of the items. Attempt as many of the items as possible in the time allowed. It is suggested that you do the easy items first, and then come back to the harder items.

1. Use a SOFT LEAD PENCIL only. (DO NOT USE AN IBM ELECTROGRAPHIC PENCIL!)

2. Your answers to the exercises in this test are to be recorded on the separate ANSWER SHEET. Be sure you have filled in the information called for on the answer sheet as follows:
   a) At the top of the answer sheet, PRINT your **name**, today's **date**, the name of your **school**, and the **city and state** in which your school is located.
   b) Indicate your **sex** by marking the appropriate blank to the **right of the red arrow** near the printed identification number.
   c) PRINT the name of this test, AFRICA SOUTH OF THE SAHARA, in the appropriate blank on the answer sheet. Leave the space marked *form number* blank.

3. Read carefully the directions on the answer sheet. In marking your answer sheet, use a SOFT LEAD PENCIL ONLY. Be careful to notice that the blanks for answering questions are arranged ACROSS the page: items 1, 2, 3, and 4 on the first line from left to right; items 5, 6, 7, and 8 on the next line, etc. When you have chosen the response you think is correct, BLACKEN the appropriate blank neatly and fully. If you change your mind about an answer, **earse your first mark completely.**

4. Make no stray marks on the front of the answer sheet. Do not wrinkle, fold, or tear the answer sheet.

5. The score on the test will be determined by the number of items answered correctly. Even if you are not sure of an answer, **indicate the response which you think best answers the question.**

Prepared by:

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Pursuant to a contract with the U.S. Department of Health, Education and Welfare, Office of Education. 1967

Questions 1-6 refer to the map of Africa shown below. For each question, choose the letter from the map which best completes the statement or answers the question and mark the corresponding letter on the answer sheet as directed.

1. Which of the following areas is not considered to be a part of Africa south of the Sahara?

   A. R only
   B. R, S, U only
   C. R, S, T only
   D. R, S, T, U

2. The equator passes through:

   A. R
   B. S
   C. W
   D. Z

3. Of the following, the area with the *highest* elevation is:

   A. T
   B. W
   C. U
   D. Z

4. Victoria Falls on the Zambezi River is closest to:

   A. T
   B. U
   C. W
   D. Y

5. The country of Nigeria is closest to:

   A. T
   B. U
   C. X
   D. Y

6. Of the following, the area with the least annual rainfall is

   A. T
   B. U
   C. W
   D. Z

Questions 7-16 are multiple-choice questions. For each question, select the word or phrase which best completes the statement or answers the question and mark the corresponding letter on the answer sheet as directed.

7. Africa is:

A. a large country.
B. a continent.
C. an island.
D. a region in the southern part of Asia.

8. The west coast of Africa touches the:

A. Pacific Ocean.
B. Atlantic Ocean.
C. Indian Ocean.
D. Arctic Ocean.

9. The distance from the northern tip of Africa to the southern tip is approximately:

A. 250 miles.
B. 5,000 miles.
C. 14,000 miles.
D. 210,000 miles.

10. A major mountain peak in Africa is:

A. Kilimanjaro.
B. Everest.
C. Chad.
D. Blanc.

11. A major African lake is Lake:

A. Victoria.
B. Titicaca.
C. Aral.
D. Superior.

12. Much of West Africa is drained by the:

A. Niger River.
B. Congo River.
C. Zambezi River.
D. Nile River.

13. Most of Africa south of the Sahara is covered by:

A. jungles.
B. deserts.
C. grasslands.
D. swamps.

14. The Great Rift is a term referring to:

A. a long deep valley in Eastern Africa.
B. the split between the Negroes and the whites in Africa.
C. the area where the largest diamond mine in the world was dug.
D. a broad expanse of desert which few people can cross.

15. The term "Harmattan" refers to:

A. dusty air from the Sahara Desert.
B. dusty air from the Arabian Desert.
C. moist air from the Indian Ocean.
D. moist air from the Atlantic Ocean.

16. Large wild animals—such as lions, elephants, and giraffes—would most likely be found:

A. deep in the African jungles.
B. roaming through African parks and game reserves.
C. scattered throughout all parts of Africa.
D. near the edges of populated areas in Africa.

Questions 17-22 are matching questions. For each political leader listed in Column A, select from Column B the country with which he is associated and mark the corresponding letter on the answer sheet as directed.

Column A	Column B
17. Ian Smith	A. Kenya
18. Jomo Kenyatta	B. Nigeria
19. Julius Nyerere	C. Republic of South Africa
	D. Rhodesia
	E. Tanzania

Column A	Column B
20. Haile Selassie	A. Congo (Kinshasa)
21. Joseph Mobutu	B. Ethiopia
22. Sékou Touré	C. Ghana
	D. Guinea
	E. Ivory Coast

Questions 23-60 are multiple-choice questions. For each question, select the word or phrase which best completes the statement or answers the question and mark the corresponding letter on the answer sheet as directed.

23. A major African country is:

A. Zambia.
B. Bolivia.
C. Cambodia.
D. Yugoslavia.

24. The capital of Ghana is:

A. Johannesburg.
B. Senegal.
C. Karachi.
D. Accra.

25. Kasavubu, Lumumba, and Tshombe were political leaders in:

A. Kenya.
B. Nigeria.
C. Congo (Kinshasa).
D. Ghana.

26. The African nations in the United Nations:

A. usually follow the leadership of Russia.
B. usually follow the leadership of the United States.
C. tend to vote as a bloc.
D. can seldom agree among themselves as to which policy to follow.

27. Which of the following existed in Africa?

A. Songhai Empire
B. Mongol Empire
C. Gupta Empire
D. Aztec Empire

28. Zimbabwe is the name given to:

A. a sacred river in West Africa.
B. stone ruins in Rhodesia.
C. a mythical kingdom near the source of the Nile.
D. the long horn used as a musical instrument in the Congo Region.

29. Timbuctu was important for:

A. its diamond mines.
B. its cool, refreshing climate.
C. its university.
D. its oil refinery.

30. The Kingdom of Ashanti was located within which of the following modern states?

A. Rhodesia
B. Tanzania
C. Ethiopia
D. Ghana

31. When the European explorers first came to Africa:

A. they found many strong kingdoms.
B. they found no towns or cities, only small villages of huts.
C. the natives worshipped them.
D. they brought with them the first forms of political organization that Africa had known.

32. Which of the following has been most influenced by Arab culture?

A. Nigeria
B. Zanzibar
C. Swaziland
D. Ethiopia

33. Mungo Park, Sir Richard Burton, and Henry Stanley:

A. were explorers.

B. served as Christian missionaries.

C. died in Africa.

D. came from the United States.

34. The Slave Trade (1600-1850) had the greatest effect on:

A. West Africa.

B. East Africa.

C. Central Africa.

D. South Africa.

35. The Berlin Conference of 1884-85 resulted in:

A. the independence of many African countries.

B. the establishment of European claims to most of Africa.

C. the division of German colonies between England and France.

D. a policy of training Africans for eventual self-government.

36. Which of the following European countries did the most to prepare the people in her African colonies for eventual independence?

A. France

B. Britain

C. Belgium

D. Portugal

37. The greatest number of countries in Africa south of the Sahara became independent:

A. before 1900.

B. between 1914 and 1919.

C. between 1940 and 1945.

D. after 1955.

38. Of the following, the first country to secure its independence was:

A. Rhodesia.

B. Ghana.

C. Kenya.

D. Angola.

39. The term "apartheid" refers to:

A. a policy of complete separation of the races.

B. the desire of Africans to govern themselves.

C. the establishment of European colonies in Africa.

D. the movement for unification among the African states.

40. The Mau-Mau rebellion had the greatest effect in:

A. Kenya.

B. Ghana.

C. Republic of South Africa.

D. Liberia.

41. Racial problems have been most evident in which of the following areas?

A. Republic of South Africa

B. Nigeria

C. Liberia

D. Ivory Coast

42. Since 1960, the greatest number of incidents involving violence and bloodshed have occurred in which of the following?

A. Tanzania

B. Ghana

C. Congo (Kinshasa)

D. Southwest Africa

43. Of the following countries, which has the largest white population?

A. Nigeria
B. Liberia
C. Congo (Kinshasa)
D. Republic of South Africa

44. The number of people living in Africa south of the Sahara is approximately?

A. 3,500,000 persons
B. 42,000,000 persons
C. 220,000,000 persons
D. 1,500,000,000 persons

45. Which of the following are considered part of the Bantu group?

A. Bushmen
B. Zulus
C. Ethiopians
D. Afrikaners

46. Which of the following languages is most commonly spoken in Tanzania?

A. French
B. Hausa
C. Portuguese
D. Swahili

47. Traditional religions of Africa south of the Sahara stress a belief:

A. in Heaven as reward and Hell as punishment.
B. in a Supreme Force or Being who created the universe.
C. in the Ten Commandments.
D. in the necessity of human sacrifice to please the gods when they are angry.

48. The traditional music of Africa south of the Sahara is usually:

A. quiet and sad.
B. about everyday life.
C. sung by women.
D. written down by tribal scribes.

49. The music of Africa south of the Sahara is most famous for its:

A. rhythm.
B. melody.
C. harmony.
D. dissonance.

50. Examples of traditional sculpture in Africa south of the Sahara include all of the following except:

A. bronze heads.
B. ceremonial masks.
C. wooden figures.
D. marble statues.

51. Most of Africa's natural resources:

A. are undeveloped.
B. have little potential value.
C. can never be used.
D. have been used up.

52. Most people in Africa south of the Sahara earn their living working as:

A. farmers.
B. hunters.
C. factory workers.
D. fishermen.

53. A chief product of the Congo (Kinshasa) is:

A. peanuts.
B. petroleum.
C. copper.
D. wool.

54. Which of the following pairs matches a product with the area where it is produced?

A. Silk—Ghana

B. Petroleum—Tanzania

C. Rubber—Liberia

D. Tea—Niger

55. In terms of dollar value, the most important exports of Africa south of the Sahara are:

A. mineral products.

B. agricultural products.

C. manufactured goods.

D. services.

56. Which of the following requirements for economic development has most nearly been met in Africa south of the Sahara?

A. Transportation

B. Supply of unskilled labor

C. Capital

D. Technological skills

57. A major manufactured product of Eastern Africa is:

A. radios.

B. washing machines.

C. automobiles.

D. textiles.

58. A major problem for African agriculture is the:

A. reliance on one main crop.

B. shortness of the growing season.

C. laziness of the African farmers.

D. unwillingness of African farmers to sell their crops.

59. A major obstacle to economic development in many African states is:

A. the lack of basic education.

B. the tendency of Africans to hoard their money.

C. the destruction caused by World War II.

D. the unwillingness of Africans to leave their homes to find work.

60. Which of the following African states has the highest level of economic development?

A. Liberia

B. Ethiopia

C. Republic of South Africa

D. Nigeria

THE END—CHECK YOUR ANSWERS

AFRICA SOUTH OF THE SAHARA

Answer Key

1. A	21. A	41. A
2. C	22. D	42. C
3. C	23. A	43. D
4. D	24. D	44. C
5. A	25. C	45. B
6. D	26. D	46. D
7. B	27. A	47. B
8. B	28. B	48. B
9. B	29. C	49. A
10. A	30. D	50. D
11. A	31. A	51. A
12. A	32. B	52. A
13. C	33. A	53. C
14. A	34. A	54. C
15. A	35. B	55. B
16. B	36. B	56. B
17. D	37. D	57. D
18. A	38. B	58. A
19. E	39. A	59. A
20. B	40. A	60. C

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A WORLD REGIONS PERCEPTION SURVEY

This instrument was developed in 1967 by Project Africa, a social studies curriculum project, pursuant to a contract with the U.S. Department of Health, Education and Welfare, Office of Education. It is a manipulative type of exercise designed to identify secondary school student impressions of Africa and other world regions.

This instrument was one of those used by Project Africa in 1967 to identify what selected American secondary school students believed to be true about Africa south of the Sahara. A complete description of this instrument and the ways in which it was designed and used may be found in Barry K. Beyer and E. Perry Hicks, Images of Africa. Pittsburgh: Carnegie-Mellon University Project Africa, 1968 -- ERIC catalogue #023 693.

A WORLD REGIONS PERCEPTION SURVEY is a 90-item instrument that requires students to identify selected stimulus terms with any of seven regions of the world. The materials associated with it include a(n):

1. Map of the world
2. 90 stimulus cards
3. 7 envelopes
4. Directions for administration

A second instrument designed to test secondary school students' knowledge about Africa's history, geography, culture and society is also available from ERIC. It, too, was used in the nationwide survey referred to above and was designed and developed by:

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WORLD REGIONS PERCEPTION SURVEY

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Directions for Administration

Read these directions carefully before you administer the test. Allow at least thirty minutes for the administration of the instrument. Also be sure that there are no strong drafts or breezes blowing from open doors or windows or from fans because a strong puff of wind might scatter the cards used in the test.

It is important that the students do not know that this instrument is designed to measure their perceptions of any specific world region. Stress that this is an attempt to find out what their impressions are, not how much they know. Assure them that there are no right or wrong answers and that they will not be graded in any way on the results. It is advisable to avoid the use of the term "test" if possible.

When you read the directions for the instrument to the students, demonstrate each item to the class. For example, when you mention the pack of cards, hold a pack up for the class to see.

PROCEDURE

1. Pass out the instrument and tell the students not to open it until they are so instructed.

2. When each student has his test packet, read aloud the following directions:

> A university is conducting an experiment to find out what impressions of various areas of the world are held by American students. It has designed an instrument which measures these impressions and this class has been selected to help in collecting the data. Let me emphasize that this is not a test to find out how much you know. There are no right or wrong answers. You will not be graded in any way on the results.
>
> Each of you should have a manila envelope (show). Fill in the information that is asked for in the upper left hand corner of the manila envelope.

Now open the manila envelope (show). Remove the contents of the envelope and check to see that nothing is missing. There is a list of the contents on the front of the envelope. You should have the following: a map of the world (show); a pack of cards with a rubber band around them (show); seven white envelopes (show).

Unfold the map and place it on your desk. Place the manila envelope beside it. Place the white envelopes on top of the manila envelope. Place the package of cards on the white envelopes.

Look at the map of the world. Notice that it is divided into seven sections by red lines. As I read the names of each section, notice where it is on your map. (Read and point to each section on the map you are holding for all to see!) North America; South America; Europe; Middle East; Africa south of the Sahara; Russia Asia.

When I tell you to begin, you are to do the following. Do not start until I tell you. When I give the word, remove the rubber band from the package of cards and read the word that is printed on the first card. Decide which area of the world is best described by the first word and place the card on that area of the world map. Then read the second word and do the same with it. Keep this up until you have gone through all of the cards and have piled them all on the map in the areas that they best describe. If you do not know the meaning of a word, place it on your desk beside the map. If a word seems to describe more than one area, decide which area it describes best and place it there. When you finish, sit back and wait for the others to finish.

Are there any questions? (Answer any questions that are raised.)
Remove the rubber band from the package of cards and BEGIN.

3. When all of the students have finished, continue with the following directions:

   Take the white envelope with the word North America written on it (show) and place the cards you piled on the North America section of the map inside the envelope. Seal the envelope. Take the second envelope, which says South America, and do the same thing. Continue until you have put each of the piles into the proper envelope.

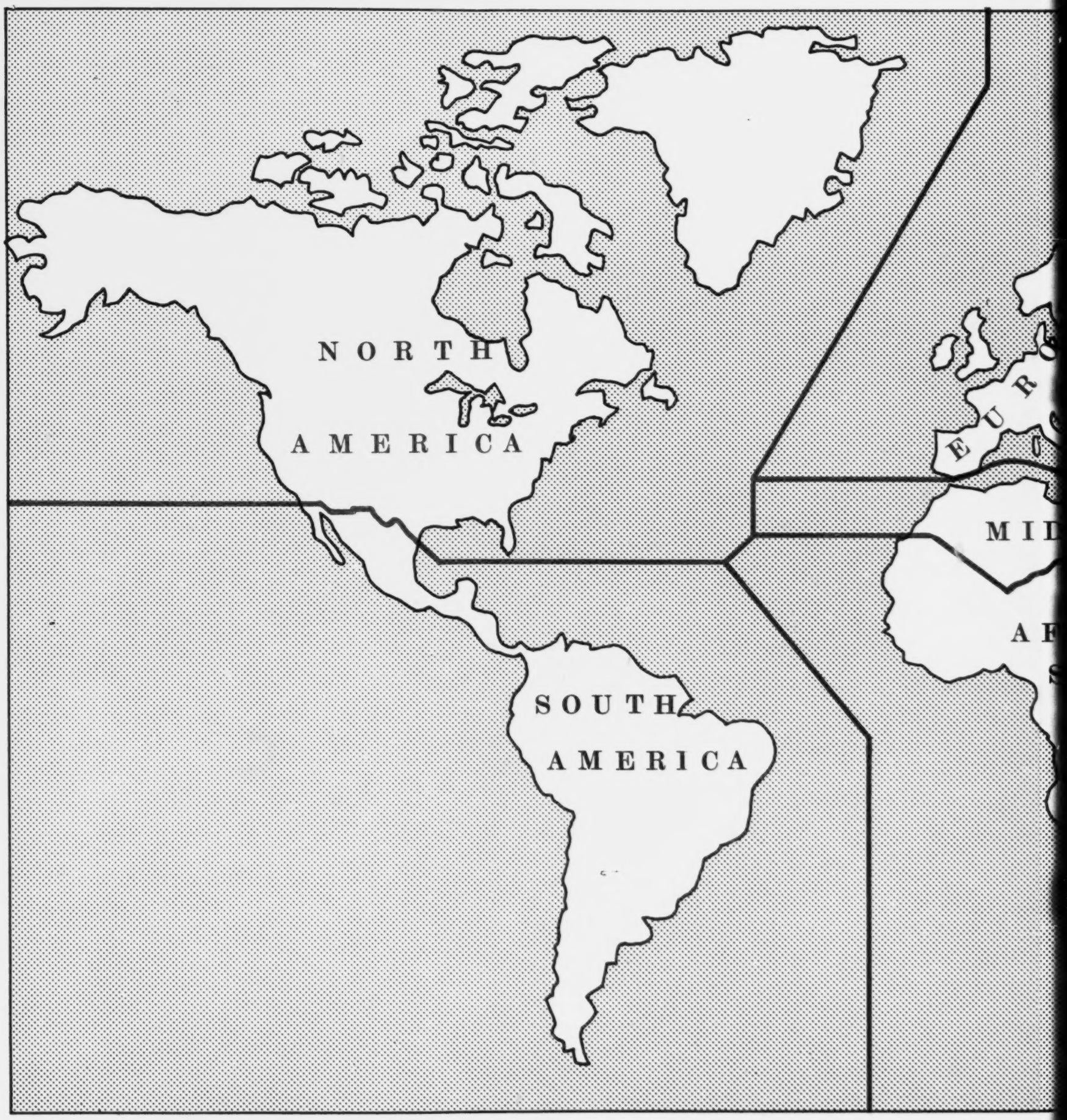
   If you have some cards left with words you do not know the meaning of, drop them loose into the manila envelope. Fold the map and put it back into the manila envelope. Put the white envelopes back into the manila envelope. Seal the manila envelope.

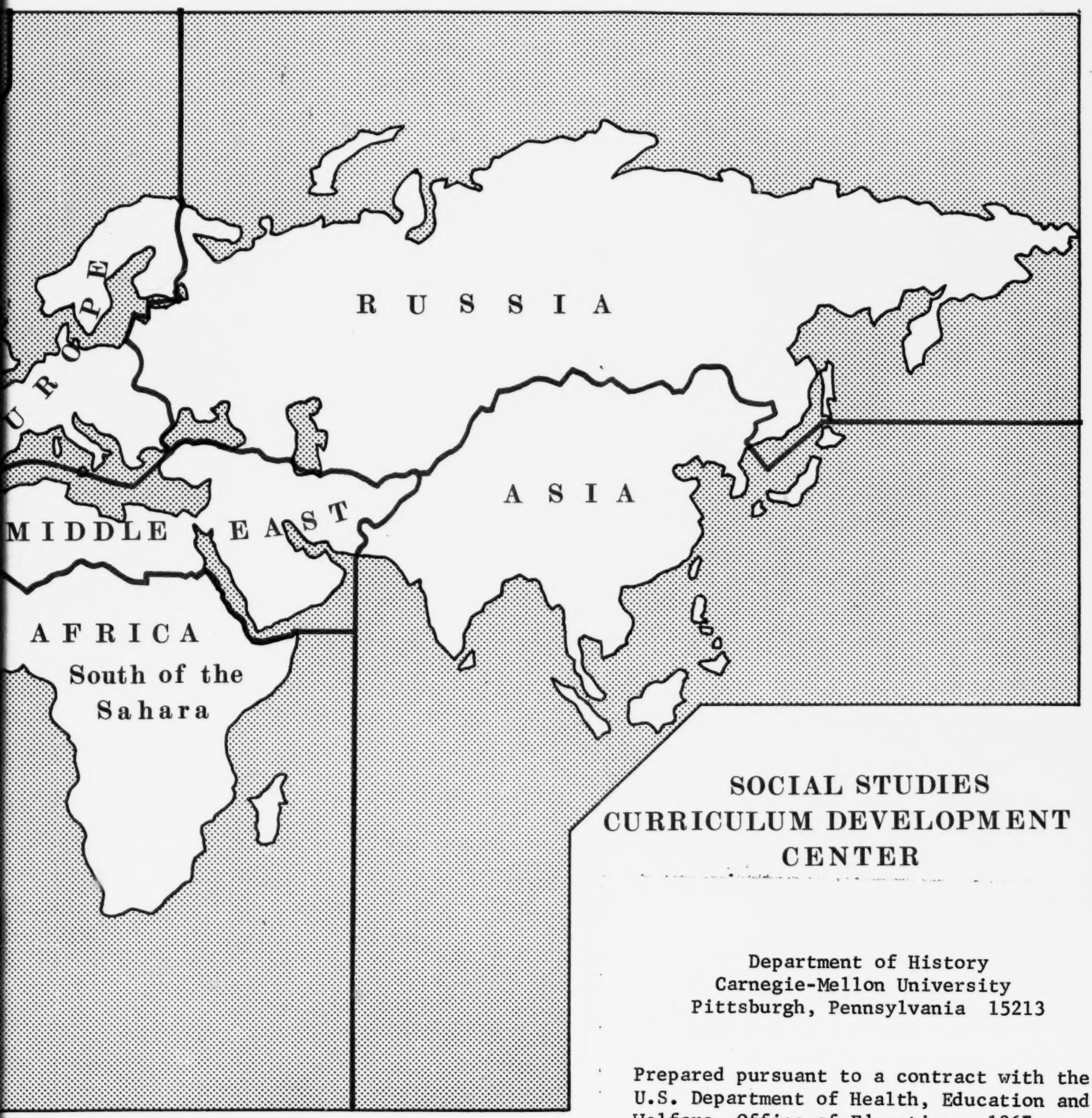
4. Collect the manila envelopes, be sure they are sealed and properly filled out.

TERMS TO BE TYPED ON CARDS FOR STUDENTS TO PLACE ON THE WORLD MAP ACCORDING TO THE PRECEDING DIRECTIONS:

1. STRANGE
2. DEPARTMENT STORE
3. VILLAGES
4. DISEASE
5. ENEMY
6. SNAKES
7. BRAVE
8. ART
9. MINERAL WEALTH
10. HOUSES
11. CLEAN
12. HUTS
13. AUTOMOBILES
14. MISSIONARIES
15. CIVILIZED
16. HOT
17. FARMS
18. INDUSTRY
19. NAKED
20. MUSIC
21. CHURCHES
22. NO HISTORY
23. PEACE
24. PALM TREES
25. TRADE
26. DAKTARI
27. SOCIALISM
28. SUPERSTITION
29. DICTATORSHIP
30. COWARDLY
31. WILD ANIMALS
32. FOLK SONGS
33. PLANTATIONS
34. TIGERS
35. CHRISTIAN
36. WHITE
37. GLORIOUS PAST
38. SPEARS
39. DEMOCRACY
40. BEAUTIFUL
41. BLACK
42. OVERPOPULATED
43. LAKES
44. CAPITALISM
45. JUNGLES
46. POOR
47. FORESTS
48. FREEDOM
49. DESERTS
50. HINDU
51. BONANZA
52. POISON DARTS
53. CITIES
54. OIL
55. DRUMS
56. MUSLIM
57. WEAK
58. RAILROAD
59. SAVAGES
60. SCHOOLS
61. DIRTY
62. COLD
63. BACKWARD
64. WELL-EDUCATED
65. FISHING
66. RACIAL PROBLEMS
67. ELEPHANTS
68. BUDDHIST
69. NATIVES
70. FRIEND
71. TEMPLES
72. TRIBE
73. ILLITERATE
74. MOUNTAINS
75. PYGMIES
76. SCULPTURE
77. UNDERDEVELOPED
78. GRASSLANDS
79. WITCH DOCTORS
80. TELEVISION
81. DANCE
82. MALNUTRITION
83. POWERFUL
84. RELIGION
85. CANNIBALS
86. RICH
87. PRIMITIVE
88. VIOLENCE
89. CATTLE
90. NEUTRALITY

15/12





SOCIAL STUDIES
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